

**GENERAL EDUCATION COMMITTEE
MEETING MINUTES
May 1, 2013
Olin 304**

The meeting was called to order at 4:00 PM.

Members Present: Stefanie Bluemle, Joe Bright, Lendol Calder, Patrick Crawford, Kristin Douglas, Janene Finley, Meg Gillette, Carrie Hough, Rick Jaeschke, Virginia Johnson, Brian Katz, John Pfautz, Rowen Schussheim-Anderson

Guests Present: Mary Koski

1. Revised LSFY Skills Matrix

Changes to the matrix were identified by strike-through or yellow highlighting plus incorporated Stephanie Bluemle's "word-smithed" information literacy skills. Discussions in the past few weeks included changing the name of the LSFY sequence (i.e. to FYI), and after discussion the group concurred to hold off talks about the thematic parameters until fall term 2013-2014 so that the name change can be included in the larger package of changes that Gen Ed will be proposing.

Motion-Katz, Second-Hough

"To approve and implement the revised LSFY Skills Matrix 2014 as presented."

MOTION CARRIED

2. Fitting ICC into the current AGES LC or LP Framework

The aim of the discussion was to figure out what direction the committee should head next year and to make decisions how ICC fits into the curriculum. Does ICC live as a suffix, does PH and ICC have enough overlap to roll those two together? Do we keep LP's but re-analyze what the questions are within the learning perspectives? Do we redesign some kind of requirements around the student learning outcomes? It is assumed that most classes teach most learning outcomes. However, how are we assessing that? Is it Gen Ed's charge to oversee the nine learning outcomes? There are some learning outcomes that may not be best fulfilled by a curricular experience, but more co-curricular.

As discussed previously, a lot of what the ICC is accomplishing is also what the PH and PS accomplish. With ICC, PH, and PS, is there any way of making two out of the three requirements?

- Could some PH's and some PS's come with an extra suffix that indicate they fulfill the ICC requirement?
- Could ICC interweave with learning communities?
- Some interpret learning perspectives as being about understanding how a discipline does a certain thing; and suffixes (if they were articulated more cleanly) are about generalized skills, about interacting with people who are different from you, asking and exploring your own questions, using and making sense of quantitative data. Instructors want so much of each of these things, it is a struggle to include them both in one course. Perhaps we should not have both LP and Suffixes on courses (do not double dip).
- Simplify by not distinguishing between skills and perspectives, but by articulating what students are supposed to get out of the class: Call them Learning Outcomes
- How happy are we with learning perspectives? Are learning perspectives the best model? Are they outmoded? The committee needs to move in the direction of assessing if LPs do what we think they do. Gen Ed Committee needs to figure out what it is it really wants to accomplish and make that very solid and very clear instead of implementing all these different things in the classroom.

- If learning perspectives are being maintained as they currently are, they should not be rolled together, as they have different meaning in different disciplines.
- If we are committed to assessing learning outcomes, something like a portfolio requirement might be implemented where the onus is on the student to provide artifacts demonstrating that he/she is competent in each area that can prove to an external evaluator that the student is indeed competent.
- To use the “Eagle Scout badge approach” for college, would require a separation of assessment from instruction. An “assessment” graduation requirement could occur in junior or senior year where a student would show/articulate six ways of approaching a problem, and if they successfully do that they “get a badge”. This perhaps would require an Office of Assessment.
- Portfolios could also serve as an assessment model.
- Assessment could occur through an “assessment office” employing primarily senior students trained in assessment who would evaluate those artifacts/evidence/portfolios of the students who are ready to “apply for their LP/learning outcomes badge”. The system would allow students to modify their materials slightly if the trained student evaluator deems more evidence needs to be provided before final graded assessment is done by Director of Assessment.
- Questions on the request for LP forms do not ask about outcomes, but about what is actually happening in the class, about asking what the teacher is requiring. Questions need to be changed to ask the teacher how their course will produce those learning outcomes, i.e., “how are you teaching students to think like.....”

3. Adjournment

The meeting adjourned at 5:00 PM.

Respectfully submitted,

Mary Koski
Office of Academic Affairs